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ABSTRACT

This booklet sets forth a set of qualifications and responsibilities for state and local administrators of technology education (industrial arts). A brief discussion of leadership and qualities of the leader is presented first. The responsibilities and duties are organized into outline form. They are categorized under these headings: personal history (education/certification, experience, personal characteristics), administrative responsibilities (executive, personnel, budget), supervisory (program, support functions), and public relations (school-community relationships, school-community communications). (YLB)

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RECOMMENDED QUALIFICATIONS, DUTIES AND RESPONSIBILITIES

for Administrators of Technology Education (Industrial Arts)

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Special thanks is extended to:
The American Council of Industrial Arts Supervisors Steering Committee.

The more than 900 technology education (industrial arts) state and local supervisors, department chairpersons, teachers, teacher educators and vocational directors who responded to a nationwide survey.

The ITEA Executive Committee for participating in the editing of this revision.

Special Note
All duties and responsibilities recommended in this document will need to be interpreted and modified in accord with the unique operating and management characteristics of each local and state educational agency.

It is, however, the belief of your peers (via a nationwide survey) that the contents of this report be recommended as a guide.

Recommended Qualifications, Duties and Responsibilities

for Administrators of Technology Education (Industrial Arts)

This report was prepared by the **American Council of Industrial Arts Supervisors** under the direction of Jerry P. Balisteri, Specialist, Industrial Arts/Technology Education, Utah State Office of Education.

Introduction

The effectiveness and contributions of technology education (industrial arts) programs depend to a large extent on quality leadership supporting sound management and supervisory practices.

The Delegate Assembly at the 1973 AIAA Convention in Atlantic City, N.J., approved a resolution requesting the appointment of a committee to prepare a set of qualifications and responsibilities for state and local administrators of technology education (industrial arts) which would provide a basis for establishing and maintaining quality technology education (industrial arts) programs that reflect the intent of the standards established by the International Technology Education Association.

The ITEA Accreditation and Evaluation Committee was given the responsibility of preparing the report by the Executive Committee.

The following standards prepared by the committee resulted from a follow-up of the 1967 study conduct by the American College of Industrial Arts Supervisors on the major duties of technology education (industrial arts) programs.

This effort was repeated in 1985 by the American Council of Industrial Arts Supervisors and the results were as follows.

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Leadership

An effective state or local administrator of technology education (industrial arts) must combine the ability to lead and work with technology education (industrial arts) teachers and supervisors in assessing the current status of the technology (industrial arts) education at the state and local level, with an understanding of the current needs of students as well as their present and future contributions to the nation.

An administrator at any level should remain continually aware of advancements in education and the development of concepts which could improve technology education (industrial arts) instruction, and be able to integrate these innovative ideas and information into an evolving program providing optimum instruction to satisfy contemporary student needs.

Other needed qualities of the leader as change agent include: A vision to see beyond the present, the capability of managing and facilitating change, energy and persistence to pursue an idea, a positive attitude toward change, with a belief in education equity in the forefront of all their efforts.

Responsibilities

The complete identification, development, implementation, evaluation, and maintenance of a quality technology education (industrial arts) program requires a coordinated effort between state and local administrators of technology education (industrial arts).

All of the recommended duties and responsibilities included in this report will need to be interpreted and modified in accord with the unique operating and management characteristics of each local and state educational agency.

Some of the tasks appear to apply only at the local level. These have been marked with an asterisk (*).

Someone must assume leadership for each responsibility listed in this document. Best results will be achieved if the state and local administrators plan a management and delivery system collectively.

I. Personal History

A. Education/Certification

1. Baccalaureate and masters degrees in technology education (industrial arts) from an accredited college or university.

2. A minimum of 20 semester hours of graduate study in supervision, administration, research, evaluation, and curriculum covering the following topics:

   a. Principles of staff development and supervision

   b. Curriculum development and evaluation

   c. School organization and administration

   d. Instruction procedures and materials

   e. Research techniques

   f. Career development and decision-making psychology

   g. Supervision and curriculum development in particular grade levels

   h. Testing and evaluation

   i. Supervision of youth club activities

   j. Local, state, and federal funding sources, requirements, and distribution procedures

   k. Budget planning and management

   l. Instructional methods and media

   m. Facilities planning and organization

   n. Safety practices and procedures

   o. Innovative instructional techniques

   p. Preparing educational specifications

3. Certification as a teacher and supervisor of technology education (industrial arts).

B. Experience

1. Minimum of five years of teaching experience in technology education (industrial arts).

2. Successful record of developing and implementing quality technology education (industrial arts) programs, including one year of administrative or supervisory work prior to becoming a state administrator.

3. Work experience outside education in one or more industrial occupational fields.

4. Record of leadership and involvement with local state, and national professional technology education (industrial arts) organizations. (ITEA, ACIAS, AIASA and I A (AVA)).

C. Personal Characteristics

1. Demonstrated understanding of principles, practices, and role of technology education (industrial arts) at all educational levels and its relationship to the total educational program.

2. Demonstrated leadership qualities and personal characteristics necessary for establishing effective working relationships with teachers; administrators; parents; students; state and local education and community agencies; business, union, and industrial leaders; university personnel; and professional associations.

3. Demonstrated knowledge of curriculum development and evaluation procedures.

4. Demonstrated ability to organize and express ideas clearly and concisely, both orally and in writing.

5. Demonstrated ability to organize, conduct, and lead meetings, conferences, and workshops for purposes of staff and/or program development.

6. Demonstrated knowledge of current developments in technology education (industrial arts) curriculum, instructional methods, and evaluation as well as the total field of education.

7. Demonstrated knowledge of state and federal laws related to technology education (industrial arts) and education as a whole.

8. Demonstrated knowledge of administration and supervision and ability to assess and evaluate technology education (industrial arts) personnel and programs in a positive and effective manner.

9. Demonstrated management skills in planning, budgeting, programming, and advising.

10. Demonstrated understanding of effective techniques of classroom instruction, management, and safety practices.

II. Administrative Responsibilities:

A. Executive

Assume direct or indirect responsibility for the organization, administration, promotion, and supervision of the total technology education (industrial arts) program, including:

1. Identifying, developing, implementing, and evaluating policies related to the total technology education (industrial arts) program.

2. Initiating and coordinating staff development programs with emphasis on orientation, training, and re-training new and existing personnel.

3. Integrating technology education (industrial arts) programs and activities with other curricula and career guidance programs.

4. Initiating new programs including facilities, equipment, instructional materials, and staff needed for implementation.

5. Devising a method and procedure for revising and updating basic supply, equipment, and resource materials lists to reflect program modification.

6. Initiating and preparing proposals for local, state, and federal funding.

7. Providing programs which satisfy local and state curriculum mandates.

8. Preparing reports on program status and recommendations for designated administrators.

9. Organizing, promoting, supervising, and maintaining technology education (industrial arts) youth clubs and organizations.

10. Coordinating the preparation and distribution of curriculum materials in accord with over-all program goals and objectives.

11. Establishing an effective communications base through contact with staff and administration at regularly scheduled meetings and conferences.

B. Personnel

Assisting in the selection, appointment, assignment, and transfer of staff members by direct or indirect involvement through:

1. Preparing appropriate job specifications.
2. Interviewing and recruiting of new staff members.
3. Performing classroom observations and preparing written evaluations.*
4. Determining staff assignments.*
5. Securing qualified substitutes.*
6. Securing qualified resource personnel to supplement regular teaching staff.*

C. Budget

1. Manage/assist in the preparation and management of a budget system which provides.*
   a. A sound basis for budget estimating.
   b. A specific process for staff involvement in budget planning, preparation, and priority setting.
   c. A set procedure for equipment maintenance, repair, and replacement, including provisions for emergencies.
   d. An efficient and effective means of securing necessary items when needed at a competitive price.
   e. A complete and effective inventory system.

*May have local application only.

III. Supervisory Responsibilities

A. Program

1. *Program identification*—develop the program in accord with the over-all goals and objectives of technology education (industrial arts) by:

   a. Coordinating the development and refinement of course offerings and performance-based objectives which reflect the over-all goals of the program.

   b. Developing and implementing a system which will ensure that courses and curriculum materials are refined and updated on a regular basis in cooperation with staff and community groups.

2. *Program Implementation*—develop a procedure for implementing the identified program which includes:

   a. Distributing necessary curriculum and management materials to staff.

   b. Making staff assignments in accord with individual instructor expertise and student enrollment.*

   c. Creating an atmosphere in which problem-solving activities such as designing, planning, experimenting, constructing, evaluating, and the safe use of tools, machines, materials, and processes related to identified curriculum goals can be implemented.*

   d. Establishing an assessment process which will measure student progress in accord with predetermined objectives through diagnosis of individual strengths and weaknesses and prescription of enrichment activities to facilitate the individual learning process.*

3. *Program Assessment and Evaluation*—Develop and implement a procedure which will include regular, on-going internal assessment and external evaluation of current program status and provide a basis for future development and refinement through:

   a. Reviewing current program objectives and expected student outcomes.

*May have local application only.

b. Reviewing the over-all organizational plan used to implement the program.

c. Analyzing the assessment process used in determining student progress in relationship to the program objectives.

d. Reviewing program activities and resource materials used to achieve program objectives.

e. Providing and maintaining a checking system for the safety program.

f. Identifying possible program deficiencies with respect to scope or expectations.

g. Using the "Standards for Technology Education Programs" developed by ITEA.

B. Support Functions

1. *Research*—Develop and implement a research program which includes:

a. Promoting and assisting in surveys and studies essential to changing needs in technology education (industrial arts) programs.

b. Providing appropriate models of organization for instruction, diagnostic/prescriptive activities, materials, assessment, and reporting.

c. Encouraging individual and team research activities in specific areas or over-all program direction and/or long-range planning for program modification and improvement.

d. Collecting, compiling, and tabulating statistical data related to technology education (industrial arts) and disseminating to technology education (industrial arts) personnel and other appropriate parties.

e. Interpreting and disseminating research information and material.

f. Conducting or participating in community surveys which will assist in obtaining public opinions and recommendations for program improvement.

g. Conducting and analyzing graduate follow-up studies.

2. *Improvement of Instruction*—Assist in the improvement of instruction by:

a. Observing and critiquing classroom demonstrations, lessons, and organizational techniques.*

b. Providing specific materials which outline expectations and goals for staff.*

c. Providing opportunities for staff participation in workshops, conferences, in-service training, and professional organizations.

d. Adapting instructional guides and materials to classroom use.

e. Providing a communications process (e.g. handbook, newsletter) which will inform staff of new materials, processes, innovations, literature, A.V. materials, instructional trends, courses, and workshops.

f. Conducting an orientation program for new teachers.

3. *Staff Training and Improvement*—Develop and implement a system which will ensure continual growth and development of professional staff members, including:

a. Providing teacher in-service workshops related to techniques, improvement of skills, decision-making, career counseling, and equipment maintenance and repair.

b. Coordinating activities with area colleges and universities related to identifying and offering professional courses for staff improvement and certification.

c. Establishing a coordinated student teacher and intern program.

d. Providing opportunities for staff visits to local businesses and industrial sites.

e. Encouraging staff participation in local, state, and national conferences and workshops related to instructional and staff improvement.

4. *Instructional Facilities, Equipment, and Materials*—Coordinate and facilitate the identification of resource materials necessary to implement the program by:

a. Developing specific supply, equipment, and textbook lists of all materials needed to implement identified programs.

*May have local application only.

b. Assisting in the planning of new technology education (industrial arts) facilities or remodeling existing ones.

c. Assisting in installation of new equipment, including utility needs, for the most effective teaching and learning.

d. Assisting in establishing and implementing an equipment maintenance program.

5. *New Developments*—Keep abreast of the latest developments in instructional equipment, accessories, and supplies by:

a. Attending demonstrations, trade shows, seminars, conferences, and meeting with sales representatives on a regular basis.

b. Developing and implementing a process of informing professional staff members of new developments in equipment and software which are directly related to program priorities and planning and providing a means of making those new materials and developments readily available to staff.

c. Subscribing to professional journals.

6. *Safety*—Ensure a comprehensive safety program by:

a. Developing and implementing a safety program which equals or exceeds all local, state, and federal requirements.

b. Preparing, distributing, and interpreting guidelines to staff and administration on shop safety, practices, policies, and regulations.

c. Ensuring that all facilities have proper safety equipment and that information on safety measures and use of safety equipment is provided each teacher and student.

IV. Public Relations

A. School-Community Relationships

1. Coordinating advisory committees to assist in program development, implementation, assessment, and long-range planning on a continuing basis.

2. Participating in local, regional, state, and national workshops and planning sessions.

3. Establishing a close working relationship with craft advisory groups for purposes of obtaining input and recommendations on technical advances, employment trends, suitable tools and equipment, curriculum, and community resources.

B. School-Community Communications

Establish an effective line of communications with the community by:

1. Assuming responsibility for the preparation of printed and visual materials for use in interpreting the role and contributions of technology education (industrial arts) to lay and professional groups.

2. Assisting in the organization, administration, and implementation of activities such as speaking engagements, tours, exhibits, demonstrations, and distribution of materials and information which will inform interested parties of the role and contributions of technology education (industrial arts).

3. Encouraging and coordinating the preparation of articles, bulletins, newsletters, and news releases which describe general and specific aspects of the program and noteworthy student and staff accomplishments.

4. Receiving visitors and special guests.

Additional copies may be ordered from the
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